

Barbers Hill Independent School District
Intermediate South
2023-2024 Campus Improvement Plan

Accountability Rating: A

Board Approval Date: October 23, 2023
Public Presentation Date: October 23, 2023

Mission Statement

Barbers Hill Intermediate South provides a safe and loving environment that fosters the development of every student, ensuring their success in all aspects of life.

Through our development of relationships, we are dedicated to providing opportunities in emotional and academic growth for every individual that passes through our doors.

Vision

At Intermediate South, We Foster Development and Ensure Success

Instructional Leadership Team

Name	Committee Role	Term
Barbara Ponder	Principal	Ongoing
Sarah Stone	Administrator	
Kody Giffin	Administrator	
Kara McSain	Teacher	
Aaron Berkland	Teacher	
Whitney Shaw	School leader	
Meagan McClindon	School leader	
Jamie Curry	Parent	
Jenny Clement	Parent	
Ariana Chavez	Paraprofessional	
Theresa Cook	Paraprofessional	
Ashlee Boothe, Ed.D.	State and Federal Programs Coordinator	Ongoing

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

CNA meeting #1 was held on September 20, 2023 at 9:30 am located in the Barbers Hill ISD LGI. The committee discussed the district mission and vision. Then, the committee discussed multiple points of data to be reviewed at CNA meeting #2. CNA meeting #2 was held on September 20, 2023 at 1:30 pm located in the Barbers Hill ISD LGI. The committee examined data such as: STAAR results, TELPAS results, benchmarks, CBAs, CFAs, attendance, staff surveys, etc. The committee found attendance to be a strength, and TELPAS scores as a weakness. As a result of the data analysis, the committee has identified three focus areas:

- Increase STAAR masters levels across all grade levels and content areas
- Increase Special Education students STAAR scores across all grade levels and content areas
- Increase Emergent Bilingual STAAR and TELPAS scores across all grade levels and content areas

District Board Goals

Academics

1. To maintain our tradition of academic excellence by strategically utilizing all necessary resources to ensure student and staff safety.
2. 100% seniors graduate via State Accountability Program.
3. 100% of eighth grade students will pass the STAAR reading and STAAR math tests to advance to ninth grade.
4. Continue to evaluate and implement dress code and cell phone policy.
5. Continue to implement a 100% vape free educational setting.
6. Every Barbers Hill graduate will be college, career, or military ready.

Finance

1. To maintain our tradition of academic excellence by strategically utilizing all necessary resources to ensure student and staff safety.
2. Diversify and enhance revenue by creating new revenue streams and/or finding more efficient ways to manage such resources that new revenue streams are created.
3. Create a strategic initiative that utilizes all necessary resources and designating significant time and energy to producing a successful VATRE election.

Community

1. To maintain our tradition of academic excellence by strategically utilizing all necessary resources to ensure student and staff safety.
2. Strengthen and foster relationships with the City of Mont Belvieu, Cove, Beach City, Old River, Lee College, Chambers County and the legislature and help develop safety initiatives involving all parties.

Demographics

Demographics Summary

Grade:	Gender:	Ethnicity:	Student Groups:
4th: 316	Male: 454	Hispanic: 32.94%	FLECS: 1.40%
5th: 328	Female: 475	Afr. American: 6.67%	EB: 9.15%
6th: 285		Am. Indian/Alaskan: .11%	504: 11.41 %
		Asian: .75%	SPED: 15.72%
		White: 56.40%	GT: 5.38%
		2 or more races: 3.12%	

Demographics Strengths

- The campus houses highly qualified teachers and staff, dedicated to student development.
- High student involvement in both curricular and extracurricular activities.
- High rate of community involvement.
- Programs centered around student needs.
- Programs designed to meet district growth.

Student Learning

Student Learning Summary

2023 STAAR Reading 4th Grade					2023 STAAR Reading 5th Grade					2023 STAAR Reading 6th Grade				
Intermediate School South	321	89%	59%	28%	Intermediate School South	261	95%	76%	48%	Intermediate School South	297	87%	69%	36%
Economic Disadvantage	106	84%	39%	13%	Economic Disadvantage	93	91%	62%	30%	Economic Disadvantage	104	80%	59%	26%
American Indian/Alaskan Native	1	100%	0%	0%	Black/African American	16	88%	69%	31%	American Indian/Alaskan Native	1	0%	0%	0%
Asian	3	67%	67%	67%	Hispanic	81	96%	72%	36%	Asian	4	75%	25%	0%
Black/African American	18	72%	44%	22%	Two or More Races	5	80%	80%	60%	Black/African American	15	80%	60%	27%
Hispanic	100	85%	43%	20%	White	159	95%	79%	55%	Hispanic	98	81%	59%	29%
Two or More Races	5	100%	100%	40%	Currently Emergent Bilingual	21	95%	52%	29%	Two or More Races	7	86%	71%	43%
White	194	93%	68%	32%	Special Ed Indicator	41	76%	29%	5%	White	172	91%	76%	42%
Currently Emergent Bilingual	27	67%	19%	4%	2023 STAAR Math 5th Grade					Currently Emergent Bilingual	28	54%	25%	11%
Special Ed Indicator	45	60%	11%	0%	Intermediate School South	261	94%	72%	37%	Special Ed Indicator	29	55%	24%	3%
2023 STAAR Math 4th Grade					Economic Disadvantage	93	90%	59%	19%	2023 STAAR Math 6th Grade				
Intermediate School South	323	83%	61%	34%	Black/African American	16	88%	56%	25%	Intermediate School South	296	94%	68%	42%
Economic Disadvantage	107	73%	47%	19%	Hispanic	81	93%	60%	23%	Economic Disadvantage	103	90%	56%	36%
American Indian/Alaskan Native	1	0%	0%	0%	Two or More Races	5	80%	80%	40%	American Indian/Alaskan Native	1	100%	0%	0%
Asian	3	100%	100%	67%	White	159	96%	79%	45%	Asian	4	100%	75%	50%
Black/African American	18	61%	39%	22%	Currently Emergent Bilingual	21	95%	52%	14%	Black/African American	15	80%	40%	20%
Hispanic	102	78%	45%	22%	Special Ed Indicator	41	78%	37%	12%	Hispanic	97	91%	61%	32%
Two or More Races	5	100%	80%	40%	2023 STAAR Science 5th Grade					Two or More Races	7	100%	86%	43%

2023 STAAR Reading 4th Grade					2023 STAAR Reading 5th Grade					2023 STAAR Reading 6th Grade				
White	194	87%	71%	41%	Intermediate School South	261	86%	62%	35%	White	172	96%	73%	50%
Currently Emergent Bilingual	29	66%	24%	3%	Economic Disadvantage	93	76%	43%	24%	Currently Emergent Bilingual	28	86%	39%	18%
Special Ed Indicator	45	40%	16%	0%	Black/African American	16	75%	50%	19%	Special Ed Indicator	28	68%	32%	14%
					Hispanic	81	81%	41%	20%					
					Two or More Races	5	80%	80%	60%					
					White	159	90%	74%	44%					
					Currently Emergent Bilingual	21	71%	24%	5%					
					Special Ed Indicator	41	61%	24%	10%					

Student Learning Strengths

- We outperformed in state comparisons in ALL areas.
- Campus rating of A after one year of opening the doors.
- We saw an overall growth in 4th, 5th, and 6th grade scores.
- Math showed growth across cohorts.
- Growth in all areas of TELPAS in all grades, passing original goal of 49% with a 63% score.
- Outperformed state/campus 40 comparisons, servicing a diverse population of student needs.

School Processes & Programs

School Processes & Programs Summary

Our curriculum and instruction team has designed, implemented, and monitored an educational plan at a high level here at ISS. We will continue with this tradition as we add new systems put in place by our district-level curriculum team. Barbers Hill Intermediate School South believes that in order for students to perform at the highest levels of learning, the focus needs to be on both the campus culture and the systems of the organization. Instructionally, our teachers are dedicated to the PLC process in which data drives instructions and best practices are shared.

School Processes & Programs Strengths

1. Daily content PLC's and weekly department PLCs drive instruction and assessment.
2. Providing time for intervention/enrichment in all grades for math/reading with science/social studies.
3. Tracking student progress by looking at target goal for all student groups.
4. Teams sharing PLC and/or instructional best practices campus wide.
5. Technology availability for all subject areas
6. Horizontal and vertical alignment improvements

Perceptions

Perceptions Summary

Barbers Hill Intermediate South provides a safe and loving environment that fosters the development of every student, ensuring their success in all aspects of life.

Through our development of relationships, we are dedicated to providing opportunities in emotional and academic growth for every individual that passes through our doors.

Through partnerships with all stakeholders, we can guarantee that feedback reflects the needs of both our community and students.

Perceptions Strengths

1. Community service
2. Community/school activities
3. Student academic opportunities
4. Opportunities to volunteer
5. Engaging parents in student's education
6. Campus and District teams/organizations

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: November 2, 2023






Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students in order to maintain the highest district rating in the state accountability system.

Performance Objective 1: 90% or more of all students will meet "approaches grade level" on all state assessments in grades.

High Priority

Evaluation Data Sources: CBA, District Benchmarks, STAAR assessment results.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will meet to review data, students in need of intervention/acceleration, and intervention strategies. Teachers will closely analyze student strengths and deficits skill by skill.</p> <p>Strategy's Expected Result/Impact: Data review will occur after CBAs and Benchmarks are administered.</p> <p>Staff Responsible for Monitoring: Administrators, RTI specialists/coaches, teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: RTI Teacher - Title I - \$45,815.75, Instructional coaches - State Comp Funds - \$242,145.24</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				








Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students in order to maintain the highest district rating in the state accountability system.

Performance Objective 2: Campus EB student will increase one level in all areas on STAAR assessments, as well as on TELPAS.

High Priority

Evaluation Data Sources: CBA, District Benchmarks, STAAR, and TELPAS assessment results

Summative Evaluation: Some progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p>Strategy 1: Regularly scheduled data meetings will include discussions about EB student population, individual TEK/skill and language proficiency needs, and intervention/tutorial plan. (PLCs, faculty meetings, ILT)</p> <p>Strategy's Expected Result/Impact: Increased academic performance</p> <p>Staff Responsible for Monitoring: Bilingual/ESL teachers; general education teachers; interventionist; administrators</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus plan will target individual EB student needs in listening, writing, and speaking. Incorporation of built-in enrichment time outside of direct instruction.</p> <p>Strategy's Expected Result/Impact: Increased academic performance</p> <p>Staff Responsible for Monitoring: Bilingual/ESL teachers; general education teachers; interventionist; administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Parent outreach/involvement, with a focus on staff/student/parent communication and shared goal. (parent night, parentsquare, parent/teacher conferences)</p> <p>Strategy's Expected Result/Impact: Increased academic performance</p> <p>Staff Responsible for Monitoring: Bilingual/ESL teachers; general education teachers; interventionist; administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Curriculum, instruction, and assessment will facilitate learning for all students in order to maintain the highest district rating in the state accountability system.

Performance Objective 3: 90% of special education students will show one level of growth on STAAR.

Evaluation Data Sources: Summative assessment results

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Teachers documentation to track accommodations and use of supplemental aids for SPED students. Strategy's Expected Result/Impact: Increased academic performance Staff Responsible for Monitoring: General education and special education teachers	Formative			Summative
	Nov	Jan	Mar	June
	100%	100%	100%	
Strategy 2 Details	Reviews			
Strategy 2: Regularly scheduled SPED PLC, team PLC, staffing with teachers/aides to discuss student growth and performance. Strategy's Expected Result/Impact: Increased academic performance Staff Responsible for Monitoring: General education and special education teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
	75%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: A positive school-community relationship will support student success.

Performance Objective 1: Increase the number of students plugged-in participating in campus/district activities, clubs, organizations to 90%.

Evaluation Data Sources: Plugged-in survey BOY and EOY

Summative Evaluation: Some progress made toward meeting Objective







Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of BHISS Student National Honors Society and continue current clubs, organizations, and student activities.</p> <p>Strategy's Expected Result/Impact: Increased student participation rate in clubs, organizations</p> <p>Staff Responsible for Monitoring: Teachers, counselors, administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Development/implementation of communication systems for all stakeholder such as open house, Eagle Launch, Bilingual Parent Night, Title 1 parent meetings, parent square, weekly updates/newsletter, campus-wide monthly calendar, campus HUB</p> <p>Strategy's Expected Result/Impact: Increased parent-school connection</p> <p>Staff Responsible for Monitoring: Teachers; counselors; administrators</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: The campus will maintain a safe, disciplined, and healthy environment conducive to student learning/engagement and employee effectiveness.

Performance Objective 1: BH-ISS will implement SEL curriculum, 7 Mindsets, and quality instruction will be delivered with fidelity.

Evaluation Data Sources: 7 Mindsets dashboard

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize SEL curriculum to improve campus-wide behavior and create a positive campus culture.</p> <p>Strategy's Expected Result/Impact: Improved behavior; positive campus culture</p> <p>Staff Responsible for Monitoring: Counselors, teachers, admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>Funding Sources: SEL Curriculum - Personnel Budget - \$2,250</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Establishment of systems/procedures to allow for direct communication with admin such as quarterly meetings with all teams, faculty meetings, ILT.</p> <p>Strategy's Expected Result/Impact: Create system of campus-wide systems and procedures</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Intermediate South

Total SCE Funds: \$242,145.24

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

SCE pays for 2.5 FTEs.

Personnel for Intermediate South

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kristi Warren	Teacher	1
Theresa Quartz	Teacher	1
Vicky Moye	Teacher	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lori Digulio	Teacher	RTI	.5

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	RTI Teacher		\$45,815.75
Sub-Total					\$45,815.75
Personnel Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	SEL Curriculum		\$2,250.00
Sub-Total					\$2,250.00
State Comp Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional coaches		\$242,145.24
Sub-Total					\$242,145.24